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**ELED 310**

**Whereto Framwork: Environment and Society**

**7 Nov 11**

**W= How will I help learners know what they will be learning? Why this is worth learning? What evidence will show their learning? How their performance will be evaluated?**

In order for students to learn how people have created and shaped their communities over time, it is important for me to help them develop an understanding of the role of citizens and the functions of government in the community, and nations. Students will also learn how people in communities interact with their environment, develop and use technology, and use human and natural resources. In order for our students to know what they’ll be learning, they need to know how important our community’s history is to us today. We will begin the unit with learning about the early explorers and settlers of North America. We will connect their understanding by demonstrating that the movies they watch today, although fun and interesting, is like history because it has many good stories. The difference between history and many movies is that history really happened. At the end of our unit, the students will be asked to develop a presentation (as a group) pretending to be archeologists studying their community. Their presentation will be about their community and its history and must identify sites and explain their historical significance.

**H= How will I hook and engage the learners? In what ways will I help them connect desired learning to their experiences and interests?**

We will begin our unit with a booked titled, *Turn of the Century* by Ellen Jackson. This book is great to read at the beginning of the unit or the beginning of the school year because it shows how everyday life has changed over the past 1000 years. After our reading, I will ask “How Can We Build a Successful Community?” We will use a KWL chart to ask students what they know about their community; what would they like to know about their community; and what they learned about their community. I will also have a variety of photographs of different types of architecture, such as their local police department, fire department, grocery stores, banks, homes, shopping centers, and even adobe and brick structures, found in their own communities and invite students to point out the buildings they recognize or have seen in their community.

**E= How will I equip students to master indentified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of important ideas?**

Students will need to understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. To relate this to the students, we will pretend that our classroom is like an uninhabited island that has never been discovered and as a classroom community, we will need to plan our community and help them identify what they will need to succeed. As a class, we will develop our own classroom rules, classroom work, and classroom chores, etc. Will also have to plan a map of our community and make a list of supplies they will need to create their community. As we go along through our lesson(s), we will continue to build our community. Through this learning experience, my students would learn the importance of being good citizens in a classroom and in real life.

**R= How will I encourage the learners to rethink previous learning? How will I encourage ongoing revision and refinement?**

As a class, we will be continually building our classroom so therefore, we need to recognize the difficulties early settlers of North America faced and compare them to the difficulties that we are facing in the classroom (disagreements, lack of supplies, etc) and how we can improve. Using T-charts and journals, we will record the problems and solutions of the past and relate them to the problems we are seeing in our classrooms. We would encourage our students to think about the ways in which the early English settlers influence our lives today. As we progress, the students will be able to see the importance of citizenship and how people in their communities interact.

**E= How will I promote students' self evaluation and reflection?**

At the end of each day, students will write a brief summary about how early settlers of North America continue to be a part of the different communities.

**T= How will I tailor the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students?**

**O= How will the learning experiences be organized to maximize engaging and effective learning? What sequence will work best for my students and this content?**